

Intervention	Success Criteria	Evaluation
Achievement for All target group 3	Focus children identified and improved attainment in target areas Interventions match need.	8 focus pupils identified across the school. 37.5% made a P Level or above progress. 62.5% made 2 quartile or above progress in their target areas.
Planning, resourcing and using outside spaces to enhance learning, on school site and beyond.	Staff trained on developing outdoor learning. Spaces identified and resourced. Outdoor learning targets in place. Monitoring of learning outside the classroom in place.	INSET in January and June 2015. Improved staff skills in leading and facilitating outdoor learning. Outdoor Learning targets in place for all pupils and monitored in line with the cycle of evaluation. Children are more engaged in learning outside the classroom as focussed opportunities are planned for and monitored.
Wider learning opportunities provided (Theatre Groups, etc)	Pupils have increased and alternative opportunities to engage and explore through a variety of different media in order to develop communication, social interaction and creativity.	A wider range of theatre, art and music groups have resulted in a larger number of pupils being given increased opportunities for pupil voice, social interaction, communication, express their feelings and ideas, increase creativity and cultural experiences. This has led to a meaningful way of our community to access art and creativity.
ICT/AAC/HLTA Eye Gaze sessions and resources Enhanced communication	Students who were previously unable/reluctant to communicate will be able or more willing to communicate with others. Various	23 children now have weekly access to eye gaze technology including 1-1 sessions working on individual skills and communication targets or class based curriculum access through eye gaze. It has been a means of showing an understanding of cause & effect / focus / visual awareness The school now has a significant bank of iPads and tablets. These have enhanced small group and whole class activities. They are also used to

<p>aids and ICT resources Staff training</p>	<p>technological interventions will be trialled by the AAC lead. Identified pupils with PMLD/Autism will make better progress in Literacy/Communication.</p>	<p>support expression in structured sessions and as a tool for spontaneous communication this has been evidenced through learning walks. Each class now has access to a Proxtalker as a permanent resource. They have been successfully used in phonics sessions, storytelling, PSHE and Literacy.</p> <p>Two whole school TD days have incorporated the use of ICT and AAC. Staff have had opportunities to use high tech AAC like: Proxtalkers, Eye gaze technology, Big Macks, Go Talks, Grid player, as well as low tech AAC like symbols, visual timetable, Picture Exchange, Communication books, now/next boards, Makaton signs.</p> <p>Dedicated ICT/AAC HLTA has supported considerable improvements in provision and delivery. Staff skills have increased and resources are effectively used to enhance/support pupil learning as evidence on school database.</p>
<p>PSA to develop parental support and school/parent links with other agencies</p>	<p>To increase support/links from outside agencies and services. Multi-agency approach is embedded. Developing parental skills and knowledge.</p>	<p>More comprehensive links with SEN Dental service, Continence Clinic, Dietician, LD Community Nurses and transition service in place. Pupil voice development.</p> <p>Multi agency involvement secure including; TISMS, CIN, TAC and LD forums. Parental skills and knowledge supported through EHCP session, communication workshops, post 16, direct payments and respite and transition support.</p>